

Group presentation script

Angel - Good morning, everyone. Thank you all for being here today. As you know, this meeting is a crucial step in ensuring we are fully prepared for our upcoming inspection from Care Inspector Wales (CIW, 2025). This is a statutory requirement in line with The Child Minding and Day Care (Wales) Regulations (Welsh Minister, 2010). Our goal is to address any concerns, reflect on our current practices and make improvements where necessary to meet and exceed quality standards aligning with National Institution for Health and Care Excellence (2025).

Angel - As you may be aware, we have a young boy with additional learning needs will be joining our setting prior to the inspection. He requires support with communication, behaviour and managing overstimulating environments. It's essential that we create an inclusive and supportive space that meets his needs while maintaining high-quality care for all children in our nursery following our inclusive environment policy that focuses on Article 24 and Article 29 of The Un Convention on the Rights of the Child (2022).

Angel - As the lead for this meeting, I will be focusing on ways we can enhance our setting to become a home for all children with additional learning needs as Knight *et al* (2022) highlights the significant importance of inclusive education in Wales. As stated by Dev and Haynes (2015), a high-quality early year's environment must be inclusive and adaptable, yet our current setup does not fully cater to the sensory and accessibility needs of children with ALN. To immediately enhance our provision and meet CIW expectations, I propose implementing several key changes. Firstly, creating a designated quiet area will provide a low-stimulation retreat for children who become overwhelmed, supporting their emotional regulation and overall wellbeing. This aligns with Bronfenbrenner's Ecological Systems Theory (1979), as Amali *et al* (2023) explains, it highlights how a child's immediate environment influences their ability to learn and develop. Additionally, introducing visual supports, such as now-and-next boards and visual timetables, as Aikas (2022) explains, will help structure the day, reducing anxiety and improving communication for children who struggle with transitions. This links to Vygotsky's (1978) Sociocultural Theory, where Haider and Yasmin (2025) show the emphasises on the importance of scaffolding in learning. Lastly, as explained by Unwin, Powell and Jones (2021)

providing a sensory toolkit with fidget toys, weighted cushions and textured materials will support self-regulation and participation in activities, ensuring all children have access to the resources they need to succeed. While there may be limitations, as described by Helm, Katz and Wilson (2023) such as space constraints for a quiet area or staff needing time to integrate visual aids consistently, I believe these strategies are worth trialing. If certain aspects do not work within our setting, we will refine them to suit our nursery's needs, ensuring we continuously develop our environment to enhance the quality of care. This reflective and adaptable approach will not only support the new child joining our setting but will also strengthen our overall provision in preparation for our CIW inspection.

Angel - As we all lead our non-maintained nursery setting together, I would like to invite you all to address your concerns you may have in your roles and ways everyone can improve to further develop the quality in our setting.

Lauren - Good morning and thank you Angel for opening the meeting today. My name is Lauren, and today I will be addressing the role of parents in the forthcoming CIW inspection. I would like to begin by sharing key insights gathered from the parents within our setting, as I believe this information will be valuable for everyone involved and help us raise the quality of the setting.

Lauren - In a non-maintained nursery setting, especially a nursery where young children under the age of four are registered, parental involvement and communication are crucial (Ma *et al.*, 2015). Parents can lose trust in an early year's setting when there is a lack of consistent and transparent communication. Leenders *et al.* (2019) explains that effective communication is essential for building strong relationships between parents and educators as it ensures that parents feel informed and involved in their child's development. These relationships form the foundation of quality settings by fostering trust, collaboration and engagement between parents and educators (Education Endowment Foundation, 2025). Consistent and transparent communication ensures parents feel informed and confident in their child's care which strengthens the partnership between home and nursery. This collaboration allows for a holistic approach to supporting the child's development with parents providing valuable insights and educators offering professional guidance (Dutton and Ragins, 2017).

Angel - Building on this, a holistic approach is particularly beneficial for children with additional learning needs as explained by Smith (2023), as it ensures that their development is supported through a multi-faceted and child-centred perspective. By fostering strong partnerships between parents, educators and external professionals, we can create a setting that is responsive to the individual needs of each child, ultimately enhancing the overall quality of our nursery.

Hannah - ALN can include challenges in communication and behaviour (National Autistic Society, 2020). This child struggles to communicate and has challenging behaviour. He also finds it difficult to cope with overstimulating environments. According to Jones *et al.* (2020) a child centred approach and working with parents is vital. This is because according to Sellgren (2019) studies have shown that parent partnerships are key to fostering a supportive environment and ensuring consistency between home and setting. This is further supported by Department for Education (2021) and Grant & Ray (2018). Moreover, Breiner *et al.* (2016) suggest that parents' insights can help tailor learning strategies. Furthermore, strong family connections build trust and involvement (Darling-Hammond & Cook-Harvey, 2018).

Lauren - Reynolds *et al.*, (2021) suggests that when parents are actively involved, children benefit from a more consistent learning experience, leading to better developmental outcomes. Ultimately, strong communication and parental involvement enhance the quality of care and education in early years settings (Jeynes, 2018). Without regular updates on their child's progress, activities or any issues that may arise, parents may begin to feel disconnected and uncertain about the care their child is receiving. This breakdown in communication can lead to a loss of trust as parents may perceive the setting as neglecting their role in fostering a collaborative partnership (Education Scotland, 2022) and subsequently impact quality.

Hannah- We maintain positive connections with parents at this setting by holding regular meetings with parents which help tailor strategies and create consistency for children to support their development (Department for Education, 2021). The nursery also involves parents by encouraging them to participate in activities such as a Family Reading Days and we invite them to winter and summer events which helps foster trust and involvement (Cornish, 2023).

Angel – I agree, Without structured emotional support, the new child may struggle with anxiety, disengagement and behavioural challenges which could negatively impact their overall experience as explained by Patwardhan, Gordan and Mayson (2023). CIW (2025) inspections assess how well we promote children's emotional

wellbeing and currently there is room for improvement. Implementing a stronger key person system, staff training on emotional regulation strategies and consistent use of Makaton supported by Thompson (2019), will ensure that all children feel safe, valued and supported. A high-quality nursery fosters emotional security and as stated by Barton and Smith (2015), by strengthening our approach we can enhance the overall standard of care and meet CIW's expectations for a nurturing and inclusive environment.

Shanell - Furthermore to this, according to Welsh Government (2023), daycare facilities that receive funding to offer nursery education must adhere to the Curriculum for Wales' criteria, which are outlined in the Curriculum and Assessment (Wales) Act 2021. Welsh Government (2023) and Care Inspectorate Wales (2018) also imply that anyone proposing to provide daycare for children must be registered with CIW. In order to provide the greatest experiences and possibilities for children and families in Wales, Welsh Government (2023) states that high-quality early years, childcare and playwork provision goes above and beyond the bare minimum. Additionally, according to Welsh Government (2023), Standards 8 through 12 pertain to the quality of care given, covering topics consisting of nurture, wellbeing, healthcare and nutrition. Standard 18 describes the regulatory requirements for procedures to be in place to monitor, review and improve the quality of the service as well as requirements relating to reporting on the review of the quality of care. Standards pertaining to staffing refer to how practitioners should reflect on the quality of their practice. As a result, according to Welsh Government (2023), staff training in non-maintained settings must adhere to the National Minimum Standards, which are mandatory for all childcare facilities in Wales. This covers aspects such as personnel certifications, child protection and health and safety. In addition, staff must be up to date on the newest best practices, regulatory standards and creative instructional approaches.

Lauren - The feedback I gathered has come from questionnaires sent out to parents which highlights that this lack of communication is a key concern, with many expressing feelings of frustration and dissatisfaction when they were not kept adequately informed. Such feedback underscores the importance of maintaining

open lines of communication to strengthen the trust and partnership between parents and early years settings (DeBlasio *et al.*, 2018).

Hannah- I agree, inconsistent communication among staff and parents can negatively impact a child's wellbeing, causing confusion and emotional discomfort, especially for children with ALN (National Autistic Society, 2020). Estyn (2024) highlights that effective communication through newsletters and bulletins are essential for supporting children with ALN. UK Government (2024) emphasises that children's wellbeing depends on adults' stability in meeting their needs.

Zoe - There are various methods by which nurseries distribute their policies to parents. The Old Forge Day Nursery (No Date) explains that when a new child joins the nursery, parents are often provided with a welcome pack that includes a copy of the nursery's policies. This ensures that parents have easy access to important information. Additionally, The Old Forge Day Nursery (No Date) notes that many nurseries maintain a website where their policies are readily available, allowing parents to review them and ensure that their child's quality of care meets high standards.

Lauren – In terms of parents being reassured that the quality of care reaches a high standard, I have found that questionnaires are an effective form of data collection because they allow for the systematic gathering of feedback from a large number of individuals in a structured manner. They provide a consistent platform for respondents to express their opinions, experiences and concerns which can be analysed quantitatively or qualitatively (Mazhar. *et al.*, 2021). In the context of an early years setting, questionnaires enable educators and administrators to collect valuable insights from parents, staff and other stakeholders offering a comprehensive understanding of various aspects of the setting such as communication, curriculum effectiveness and overall satisfaction. By identifying areas for improvement, questionnaires can help inform decision making processes and guide the development of targeted strategies to enhance service delivery (Ponto, 2015). Reed *et al.*, (2024) tells us that regularly using questionnaires can lead to continuous improvements in the quality of the setting as they encourage a responsive approach to feedback, ensuring that the needs and expectations of both children and parents are met, ultimately fostering a more supportive and high-quality learning environment.

Hannah- I agree Lauren, Landry *et al.* (2014) and Perlman *et al.* (2016) suggest that seeking regular feedback from parents is crucial, as their insight not only helps improve children's provision but also contributes to enhancing support for other children in similar situations. For transitions, this nursery uses an effective strategy by having regular meetings with the parents before, during and after transitions, ensuring continuous communication and adjustments to support their child's needs. Therefore, we could offer this strategy to the child's parents.

Zoe –Nurseries employ various methods to gather feedback from parents regarding the setting's policies. Rainbow Nursery (2020) explains that regular meetings with parents provide an opportunity for them to voice any concerns about the policies or other aspects of the nursery. During these meetings, the setting listens to the feedback and works to find solutions to any issues raised. Additionally, questionnaires or surveys are effective tools for collecting feedback from parents, allowing the nursery to assess whether parents are satisfied with the quality of care their child is receiving (Early Years Consultant London, 2023).

Lauren - While questionnaires are a useful tool for data collection, they do have limitations. Responses can be biased or incomplete as participants may interpret questions differently or provide socially acceptable answers rather than honest feedback. Additionally, closed-ended questions often fail to capture the full depth of respondents' experiences (Office of the Auditor General of Canada, no date) which can also impact on the quality of the setting and care provided.

Lauren - Clear Individual Development Plans (IDPs) help foster parental involvement in early years settings by providing a personalised, structured approach to a child's development. They outline specific goals, strategies and progress enabling parents to understand their child's needs and actively contribute to their learning both at home and in the setting (SNAP Cymru, no date). Pembrokeshire County Council (2023) states that through regular communication and collaboration with practitioners, parents are empowered to support their child's development with targeted activities and reinforce skills outside the classroom. This transparency builds trust, encourages shared goal setting and ensures early identification of challenges, ultimately creating a stronger partnership between home and school that supports the child's success.

Hannah- In terms of care and development, an Individual Development Plan (IDP) for the child is not yet in place, reflecting a gap in how we assess and monitor his progress. National Autistic Society (2020) states that an IDP is a personalised, structured plan for children with ALN that outlines specific learning goals, skills and strategies to support their development in areas such as social skills and emotional wellbeing. Therefore, without the IDP, it becomes difficult to track his development and adapt our approaches accordingly. Best practices would involve creating this plan in partnership with his family and external specialists, ensuring that the child's unique needs are met through tailored activities and support (Snap Cymru, no date).

Zoe - An Additional Needs Policy for children who require an Individualised Development Plan (IDP) focuses on providing tailored support to meet the unique needs of children with special educational needs or disabilities (Snap Cymru, No Date). It involves the early identification of children's needs, followed by the creation of personalised IDPs that outline specific goals, strategies and resources. The policy promotes an inclusive educational environment by ensuring accessibility and appropriate adaptations to both physical spaces and learning content (Welsh Government, 2018). Regular monitoring and review of the IDP ensure that the child's progress is tracked, with adjustments made as necessary. Collaboration between parents, educators and specialists is key, with ongoing communication and transparency (ADYach Cymru, 2025). The policy also emphasises staff training to equip educators with the skills to support children effectively and ensures smooth transitions between educational phases. Ultimately, it aims to foster independence, self-advocacy, holistic development and quality of care for children with additional needs (Snap Cymru, No Date).

Angel - In addition to structured Individual Development Plans (IDPs), building positive relationships between children with additional learning needs and staff is fundamental to ensuring a high quality, early years setting. Strong, trusting relationships create a secure foundation for children to feel safe, valued and understood, which is particularly important for those who may struggle with communication, sensory processing, or emotional regulation (Welsh Government, 2022). Care Inspectorate Wales (2025) places significant emphasis on the quality of interactions between staff and children, assessing how well practitioners foster

warm, responsive and consistent relationships that support individual needs. Arnott (2022) explains that effective key person systems, regular one-on-one engagement and a child-led approach help establish these relationships, ensuring that children feel confident and able to engage in their learning environment. In the Quality Framework for Early Childhood Play, Learning and Care in Wales Welsh Government (2024) clarify that when children with additional learning needs experience positive relationships with staff, they are more likely to develop social and emotional skills, regulate their behaviour and access the curriculum in a meaningful way.

Hannah - Vincent (2017) stresses that parents seek skilled, friendly and supportive staff to care for their children. This child uses Makaton and visual schedules for communication. However, inadequate staff training in these areas can limit support, potentially impacting development (Pickard, 2023). Staff feedback through meetings and appraisals indicates a gap in supporting children with ALN. Social Care Wales (2025) highlight that these methods enable staff to express their thoughts and feelings. However, these methods may not fully capture training needs (Lin & Kellough, 2019). Furthermore, staff may not feel comfortable to share their thoughts in staff meetings in front of colleagues (Vandewalle *et al.*, 2016). A more proactive approach, such as regular one to one meetings or specialised assessments would better address staff needs (Allen *et al.*, 2016). Thus, improving support for all children in our care.

Zoe - The Quality Provision Policy (No Date) states that nurseries implement various policies to ensure the quality of care and education for children. Nurseries prioritise children's well-being by employing highly qualified staff who are committed to promoting inclusive practices and ensuring the best possible outcomes for every child (Quality Provision Policy, No Date).

Shanell - Furthermore, according to Mudiad Meithrin (no date), the curriculum for funded non-maintained nursery settings helps individuals with additional learning needs by promoting their growth and learning in order to provide them the greatest start in life. Additionally, the five developmental pathways in the Curriculum for Wales are essential to every child's growth during the early years, according to the NDNA

(no date). Practitioners can utilise them to make sure children are encouraged to make progress in the learning setting of their choice and at their own pace. NDNA (no date) further states that this is crucial for all children, particularly for younger children and children who might have developmental delays or additional learning needs. Realising development for every child and promoting authentic and purposeful learning are two benefits of using the five pathways holistically. As a result, the Welsh Government (2023) and NDNA (no date) maintains that when supporting a child with Additional Learning Needs beginning in a non-maintained nursery setting, the curriculum emphasises using the five developmental pathways of belonging, communication, exploration, physical development and well-being to inform planning and create a positive, inclusive environment.

Zoe – While getting ready for our CIW inspection it is important to look at the policies for the nursery. All nurseries are required to have policies in place to ensure the safety and well-being of both children and staff. Parenta (2021) explains that these policies serve two main purposes: to safeguard both children and staff and to ensure the efficient operation of the nursery. The implementation of such policies is essential in maintaining the quality of care and support provided to all individuals within the setting (NICE,2018). Additionally, Bristol Early Years (No Date) highlights the importance of reviewing policies annually to ensure they remain effective and relevant. If any policies are found to be unsuitable for the setting, professionals must revise them to better align with the specific needs of the non-maintained setting (Welsh Government,2024).

Zoe - Flintshire County Council (no date) highlights that when a child has additional learning needs, nurseries should implement specific policies tailored to the child's requirements. This ensures both their safety and the high quality of care provided. UNICEF (1989) states that all children's voices should be heard and valued. It is essential that staff in the nursery listen to and support children in expressing their own views, ensuring they have the opportunity to share their thoughts and opinions.

Shanell - As stated by Welsh Government (2023), practitioners should consider the characteristics of the four purposes of Curriculum for Wales and use them in a way that is suitable for the development of the children when they prepare for and

evaluate the progress of the children. Practitioners should make sure that their evaluations serve a purpose and advance the development and well-being of children. In addition, Welsh Government (2024) asserts that it is well established that children's development depends on high-quality early education. The early years are when the experiences, information and abilities necessary for future employment, active citizenship and lifetime learning start. Welsh Government (2024) adds that this curriculum makes sure that the Curriculum for Wales' required components are included into a suitable educational framework that emphasises the requirements of the growing child by using the five developmental pathways.

Zoe - Creating a supportive environment is essential for helping children with additional needs feel included. This can involve establishing a predictable routine, using visual aids, offering sensory support and designing a safe and welcoming space. It's also crucial to ensure that all children have equal access to resources and opportunities, fostering an inclusive atmosphere where everyone can thrive and have a good quality learning experience (Salma,2023).

Zoe – Estyn (2022) explains that settings with children who have Additional Learning Needs (ALN) should ensure full access to all areas of learning, with each area effectively addressing the individual needs of the child. Managers and carers foster a positive environment where children can grow and learn, ensuring that staff engage with them in a supportive and encouraging manner where the nursery uses a child centred approach (Welsh Government, 2022).

Lauren - The REPEY (Researching Effective Pedagogy in the Early Years) study underscores the significant role of pedagogical relationships in determining the quality of early years settings. It highlights that high-quality interactions between educators and children are essential for fostering a nurturing learning environment. Responsive, respectful and engaging relationships not only support children's cognitive and emotional development but also create a secure foundation for learning (Child Australia, no date). When educators establish these positive relationships, children feel valued which in turn boosts their confidence and motivation to explore and learn (Gregoriadis and Grammatikopoulos, 2013). The study illustrates that the quality of pedagogy, particularly the teacher-child interactions, is a key factor in enhancing the overall quality of an early years setting.

By focusing on building strong, supportive relationships, early years settings can provide an environment that promotes both academic success and emotional well-being, ensuring better developmental outcomes for children (Merrick, 2022).

Hannah- As we prepare for the upcoming CIW inspection, it is crucial to focus on areas that highlight the quality of our setting, in line with The Childminding and Day Care (Wales) Regulations (2010) Section 16 (Welsh Government, 2019). Quality impacts children's development and well-being, shaping their future success (UK Parliament, 2021). Studies such as EPPE and REPEY demonstrate that high quality settings with skilled educators and strong relationships foster children's cognitive, social, and emotional development (Department for Education, 2015).

Zoe - While examining policies in a non-maintained setting, The Mandatory Training Group (2021) emphasises the importance of regularly evaluating and monitoring policies to ensure their proper implementation and effectiveness. This process is crucial for maintaining safety and meeting the needs of both children and staff. If a policy is found to be unsuitable or ineffective, seeking staff feedback can be a valuable tool in improving and adapting the policies to better align with the needs of the nursery and a higher quality care (The Mandatory Training Group, 2020).

Shanell - Estyn and CIW (2022) state that training on Additional Learning Needs (ALN) for staff members in non-maintained nursery settings in Wales should concentrate on person-centred practice, working with parents and other professionals, understanding the ALN Act and Code of Practice and creating inclusive environments. Staff must understand the laws pertaining to ALN, such as the ALN Code of Practice and the Additional Learning Needs and Education Tribunal (Wales) Act. According to Estyn and CIW (2022), all non-maintained early childhood education providers that receive financing from the local authority are required to take the ALN Code's guidelines into consideration. When a local government funds a child's nursery education at a non-maintained provider, the provider should assist the local government in carrying out its ALN duties with regard to that child, even if the child receives nursery education from both maintained and non-maintained providers.

Hannah- Welsh Government (2017) states that early year's practitioners are essential for providing quality childcare. As part of the management team, it is my

responsibility to support staff and focus on team development and motivation to maintain service quality. I also ensure staff ratios are met and that staff are trained to an exceptionally high standard (Welsh Government, 2017). The inspection will assess how we promote the development and welfare of all children, including those with additional learning needs (ALN) (Estyn and CIW, 2019). This aligns with Article 3 of the UNCRC, which prioritises the child's best interests (UNICEF, 2021). This also corresponds to the National Minimum Standards which emphasises promoting health, development and emotional wellbeing whilst supporting children with ALN (Welsh Government, 2023).

Hannah- A lack of Makaton training can limit communication support, hindering developmental progress which affects the overall quality of care for all children. UK Government (2024) state that trained staff are better equipped to support development than unqualified staff. Care Inspectorate Wales (CIW) requires at least half of employees to hold a level 3 qualification with a minimum ratio of one adult to ten children (Welsh Government, 2023). Furthermore, one adult in ratio must have a current, 12-hour Paediatric First Aid certificate as stipulated by the National Minimum Standards. Additionally, all staff must complete safeguarding training to identify and address signs of child abuse or neglect (NSPCC, 2025).

Hannah - Moreover, staff members can undertake an ALNCo qualification which is specifically aimed at providing practitioners with the skills and knowledge required to assist children with additional learning needs. To ensure high-quality care at this nursery, all staff must be qualified to level 3 or higher and undertake essential qualifications (Department for Education, 2025). Lovisa (2016) emphasises the importance of quiet spaces for children with ALN to prevent overstimulation. Gleason *et al.* (2016) note that trained staff can recognise and address behavioural challenges and sensory overload, fostering adaptable environments.

Angel – I completely agree with this perspective and believe it aligns well with our goal of enhancing quality care. Ensuring high quality care in an early years setting requires a strong commitment to inclusivity and tailored support, particularly for children with additional learning needs (ALN). The absence of an Individual Development Plan (IDP) highlights a gap in our provision. As CIW and the Additional Learning Needs and Education Tribunal Wales Act (2018) emphasise the importance

of early identification and structured support for children with ALN. The Additional Learning Needs (Wales) Regulations written by Welsh Government (2021) clarifies that a well-implemented IDP would provide a framework for assessing the child's needs, setting clear goal and ensuring that interventions, such as Makaton training for staff, are effectively integrated into daily practice. Without this, we risk limiting the child's ability to communicate, engage and progress within the setting ultimately impacting both their development and the overall quality of care. By addressing these gaps and embedding ALN support strategies, we can enhance not only this child's experience but also the standard of provision across the setting, ensuring we meet CIW (2025)'s expectations for quality care and development.

Shanell - In addition, the curriculum aims to provide solid foundations to promote children's positive experiences for lifelong learning, since we already know that high-quality early education provision is crucial to children's development (Early Years Wales, 2020). Therefore, Early Years Wales (2020) and Department for Education (2024) emphasises that the curriculum should be used to support planning in order to make the most of your setting's environment and resources while utilising assistance from relevant partners to create learning environments that are appropriate for each child's developmental stage. We use the knowledge of enabling adults, engaging experiences, effective environments and pedagogy to ensure that we provide a curriculum that is developmentally appropriate while emphasising play as a fundamental right for all children.

Zoe - Effective leadership in early years settings is rooted in the active listening and inclusion of both staff and children in the decision-making process. As outlined in the National Minimum Standards (NMS), this approach is fundamental to ensuring a high-quality care environment. Nursery leaders play a key role in cultivating a culture where feedback is not only encouraged but also meaningfully integrated into practices, driving continuous improvement (Welsh Government, 2016). By creating an atmosphere of open communication and responsiveness, leaders can foster an environment that is adaptive, inclusive and committed to meeting the evolving needs of both children and staff (Drgham *et al.*, 2025).

Hannah- I agree Zoe, Cook and Rouse (2014) and Block (2016) imply that it is crucial for managers and leaders to support employees and ensure they feel confident in their roles. If staff lack confidence in working with children who have ALN due to insufficient training, it can affect the quality of a setting (Vance, 2024). Therefore, investing in professional development opportunities like workshops and certifications focused on ALN will boost staff competence and confidence (Herbers and Heaser, 2016). Leadership should prioritise training and create a supportive environment where staff feel comfortable where they can share any concerns and suggestions. This will improve both staff wellbeing and the quality of care provided to all children (Block, 2016).

Shanell - Children with additional learning needs can be supported in non-maintained settings by using the Curriculum for Funded Non-Maintained Nursery Settings and the Curriculum for Wales (Snap Cymru, no date). According to Education Wales (2024), the curriculum for funded non-maintained settings aims to instil in children a lifelong love of learning and the solid foundation that all children require to help them achieve the four goals of the Curriculum for Wales. Education Wales (2024) states that this curriculum acknowledges that each child in our environment is unique and that their development happens quickly between birth and age five. By keeping our children's developmental needs at the centre of our educational practice, it promotes holistic development. As a result, Education Wales (2024) and Estyn (2021) states that the curriculum for funded non-maintained nursery settings in Wales is designed to be inclusive and child-centred, promoting the learning and development of all children, including those with additional learning needs, from the beginning of their 3-16 learning journey.

Zoe-. A Curriculum Policy for Non-Maintained Settings outlines the expectations and guidelines for implementing an approved curriculum in educational settings that are not directly maintained by the government. This policy ensures that children in these settings receive a high-quality, inclusive education that supports their developmental needs and stick to national standards (Welsh Government, no date)

Hannah - In our previous inspection report, we received positive feedback from our local advisory inspector, noting that we were achieving a good rating in this area.

However, since implementing a variety of changes discussed today, I believe that the setting will achieve an excellent standard, and I am confident that we can evidence this during the upcoming inspection.

Angel - I believe that by implementing the changes discussed alongside continuous reflection we can effectively meet the needs of children with additional learning needs while aligning with CIW standards. Strengthening our approach to wellbeing, care and development, environment and leadership will enhance the overall quality of our nursery, ensuring it is inclusive and responsive to all children. By committing to ongoing staff training, structured support systems and adaptive practices, we can create a setting that not only meets but exceeds expectations for high-quality early years education.

Lauren - This continued progress will not only reflect our commitment to improvement but also demonstrate our dedication to providing the highest quality care and education. With the proactive changes in place and our focus on sustained growth, we are trusting that the upcoming inspection will showcase our ability to meet and exceed expectations, setting a new standard for excellence within the setting. Thank you everyone.

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